

Regular Meeting of the Pawtucket School Committee

Tuesday, May 10, 2011

6:00 PM Media Center

JMW/Jenks Complex for the Performing and Visual Arts

350 Division Street, Pawtucket, Rhode Island 02860

I. Meeting will come to order: Roll Call:

The Chairperson called the meeting to order at 6:04 PM.

Mr. Araujo-here; Ms. Bonollo-here; Mr. Noonan-here; Ms. Nordquist-here; Mr. Tenreiro-here; Mr. Spooner-here

Mr. Coughlin was not present.

Also present was Mrs. Deborah Cylke, Superintendent of Schools; Ms. Kimberly Mercer, Deputy Superintendent of Curriculum and Instruction; Mr. Thomas Conlon, Business Administrator and Ms. Maggie Baker, Assistant Business Administrator.

II. Pledge of Allegiance:

The Chairperson led the audience in the pledge of allegiance.

Mr. Spooner: The meeting this evening was posted on the Secretary of State's website for 5:00 PM instead of 6:00 PM. We received a legal opinion and I have it here. The time was actually posted an hour earlier than the regularly scheduled meeting time of 6:00 PM. It was however, correctly posted elsewhere and advertised in the local newspaper with the correct time—the usual time of 6:00 PM.

We believe there is no violation of the Open Meetings Law and will go forward with this meeting.

III. Special Reports Student Representatives:

Charles E. Shea High School-Luckson and Melitzi:

Luckson: These are the things going on at Shea. We had the fashion show on May 5th and it was amazing. I participated in it and we made a lot of money for the senior class. There were a lot of students from Tolman there and it was great to have them there supporting us. On May 4th members from the School Administration Academy were among the first to be inducted into that and I learned a lot. The prom is coming up and it will be at the Johnson and Wales Inn in Seekonk. Graduation is June 13th. Last Sunday the kids came back from China and brought back lots of souvenirs. We're looking forward to their visit here. The senior class will be going to Six Flags.

Melitzi: We had our successful visit with the NEASC team. The 18th is the Friends of Shea meeting and the 19th is Diversity Day. Senior presentations are coming up and on June 1st is honors night. I'm proud to say that the juniors and seniors won awards in the Holocaust competition for drawing and writing. We are in the process of the competition for "We R Shea." I'll be attending Brown University this fall studying civil engineering.

Luckson: I'll be going to the University of Rhode Island to study communications.

Melitzi: Our school will be hosting a first annual Oscars night honoring superlatives. It will give us an opportunity to thank our teachers for our portfolios. That will be held on June 10th.

William E. Tolman High School-Alyssa:

Alyssa: Good evening. The junior prom was a success. We had a blood drive the other day and everyone was very supportive.

Everyone is scheduling and excited about electives except of course us seniors who will be graduating. The seniors are busy with their portfolios. There is a car wash at Papa Gino's this Saturday. There is a Kyle Coutu run paired up with the Gloria Gemma fund to raise money for the Kyle Coutu scholarship. Honors night is on June 1st and there is a large group of National and Rhode Island Honor Society recipients. The senior prom will be on June 10th and is at the Rhodes on the Pawtuxet. June 15th is graduation day.

We recently had some guest speakers through Steve Flynn. One of them was Rabbi Goldstein. He spoke for two and one half hours. He is an amazing man of 86 years who survived Auschwitz, he cried, made us cry. His prevailing theme was hope. He made us believe we have to do good; there is no evil. We need to get along and bigotry is infantile and stupid.

Today we had a lawyer from the ACLU and she talked about some current cases going on and how we should go into the future and our civil liberties. Her name is Shannon Keefe and she spoke about the non violence strategy by Martin Luther King and not letting yourself get beat up and resisting using your will and intellect.

Jacqueline M. Walsh School for the Performing and Visual Arts—Emily:

Tomorrow night is the senior gala where the seniors get to show off their senior projects. On Thursday, if you're at the Pawsox game, the music students will be signing the National Anthem. Friday is Prom and it is at the Johnson and Wales Inn. On Saturday there is a car wash to help pay for it because we went over budget. On Friday,

Saturday and Sunday our theater majors will be conducting a play at the outside amphitheater. Honors night is May 24th and will be held here. May 25th is the seniors' music recital. On May 27th the music majors from JMW and Jenks will be going to participate in Chills and Thrills at Lake Compound. On June 14 is graduation and all the seniors will be leaving.

IV. Recognition/Celebration: Tolman Tiger Cheerleaders

Ms. Nordquist: Good evening. We have some honored guests this evening and it is a pleasure to welcome the Tolman High School Cheerleaders.

Four years ago, the Rhode Island Interscholastic recognized competition cheerleading as a sport. It's ironic that the Tolman Cheerleaders are here tonight because about five years ago when the debate was going on whether cheerleading was going to be a sport, Principal Silva and I were at a function together and I was in his ear telling him reason after reason why cheerleading is a sport. For those of you who don't know cheerleading has been a part of my life since I was a little girl. I still coach and am remarkably proud of what the girls have accomplished because of my understanding of the sport. It didn't take long for the Tolman cheerleaders when they entered the league to emerge as one of the best teams in the state. I know a lot of coaches across the state and there is a lot of respect for this team and their abilities. It didn't take long for league officials to see how athletic this sport is. These girls are athletes that condition and train to perform a two and a half minute routine which consists of cheer, stunt, tumbling and dance. Tolman this year has had a

successful season. Each team was required to perform in three meets and it's the first time that the Rhode Island Interscholastic League has made this mandatory. Each team had to compete three times during the course of the season. Tolman cheerleaders actually had the highest score with the highest average of 84 out of 100 overall. It's a remarkable feat. They were also the top seed in the large school division. The divisions are broken down by the proportion of the female enrollment in school. Besides that accomplishment the girls won the invitational's for the West Warwick High School; for Portsmouth High School which they were also the Grand Champions where they not only won their division but also had the highest score of all teams that competed that day; Mount Hope High School invitational and the Spirit of Alexis Competition—they won first place at that competition and were grand champs. As a School Committee Member I was proud to see that they participated in this competition because this was a fundraising competition. A lot of the teams participate a lot in the season so to take on a competition on a Sunday when have competed the day before is a lot to ask. These girls came, were fantastic and took first place. The proceeds of that actually benefited a young girl by the name of Alexis who herself was a cheerleader whose life was tragically cut short at I believe eight years old when she was hit by a car in Cranston. So Tolman's participation in that fundraiser helped create scholarship funds for youths in that young girl's name and a portion of the proceeds were given to that family.

They went down to the Americheer Championships in Orlando,

Florida and placed second. I saw the scores online and it was close so that's another accomplishment that you should be proud of. I want to recognize too that the Americheer Competition recognized the coach, Jessica McLaughlin, and that's a big deal so congratulations Jess.

The main reason they are here is they were able to successfully retain their title and were named the 2011 Large School Division State Champions. A lot of the girls performed a routine created by their coach. This is a big credit deserving of their coach. Jess created the routine herself. The competition does start in November, but the girls cheer for the football team also. It's a full year commitment for the girls. I just want to let the girls know that the school committee, superintendent, central office staff, parents, teachers and friends wish you the best of luck.

Ms. Nordquist presented the girls with certificates.

Mrs. Cylke: I would certainly reiterate Ms. Nordquist's statements. I wanted to recognize the parents and extend a special thanks to the parents. This is an expensive sport. The fact that this has become a competition sport I think you gain as you would in any sport and that is you gain the skills of collaboration; self discipline and self composure. You have to develop the responsibility to others and goal setting. I want to urge you to take those skills and apply them to life.

The girls performed a cheer for the audience.

There was a short recess for the girls to clear the media center.

V. Public Participation:

Mr. Joseph Knight: Good evening. I'm here to raise concerns about the apparent disregard for the forty eight hour posting requirement for the Open Meetings Act. An amendment to the meeting notice was placed on the Secretary of State on Monday, May 9, 2011. This amendment at the time of this meeting would have been posted for approximately twenty six hours. The requirement is forty eight hours.

The willing and knowing disregard of the forty eight hour rule violates the Open Meetings Act and flies in the face of open government. Previous decisions of the Attorney General state this unequivocally. This latest blunder is only one of several blunders that have occurred which call into serious question the commitment of the school district and the school committee to open up for transparent government. Lastly, I wish to point out positions previously taken by legal office of the school committee have been proven wrong by the Attorney General several times in the recent past.

Mr. Ron Beaupre, President, Pawtucket Teachers Alliance: Good evening and thank you, Mr. Chairman; Members of the Committee; Superintendent Cylke; Mr. Conlon and Ms. Liss. I come before you this evening because of the last item on your agenda this evening again is a collective bargaining issue. Last month I spoke to you in regards to binding arbitration which has since been renamed to "School Employee Arbitration Act." As I stated then continuing contract the legislation regarding the union contract is good legislation and it's good for kids, it's fair to management and fair to teachers unions. Coupled with binding arbitration; continuing

contract arbitration will allow for a viable solution; a viable remedy to contract disputes. I've been a member of the Pawtucket Teachers Alliance for thirteen years. I've been in leadership for nine. In all those years, I would venture to say for quite a while there have been few if any labor disputes went to impasse. Notwithstanding those that went to the first public strikes, by the way in the State of Rhode Island. However, we have had relationships with the school committee and the school department that we haven't had to come to impasse. However, in the economic times and these negative comments and these negative views that our teachers' unions nationwide—I'm not so sure that negative impasse is avoidable. But binding arbitration and continuing contract does; it allows for those conversations to continue so that we don't end up in situations where students are being hurt because union leadership and management can't come to a decision that is fair to everyone. Recent times have shown that when impasse occurs, all bets are off. Recent times have shown that when impasse occurs, morale for both teachers and students goes down the drain. We saw in East Providence some real negative karma. Students in East Providence were directly impacted by the management refusal to agree to an arbitral award. Continuing contract I see you have on your agenda today a resolution based on last month's assumption because I haven't seen the resolution because I assume that resolution is in opposition in legislation because it is currently being heard in the Senate. Once again I'm going to ask you the same as I asked you last month, please consider carefully what continuing contract will do as a benefit to the school

department to the students of Pawtucket before voting on a resolution that was written by the executive director of the Rhode Island Director of School Committees. Claims have been made at the State House about binding arbitration and continuing contracts. Binding arbitration and continuing contracts are good for kids and fair to management and teachers. I urge you to vote down the resolution opposing the continuing contract legislation. Thank you.

VI. Acceptance of Previous Meeting's Minutes; 3/29/11; 4/12/11 and 4/25/11:

Ms. Bonollo moved to accept and approve the minutes of March 29, 2011; April 12, 2011 and April 25, 2011. Ms. Nordquist seconded.

Roll call:

Mr. Araujo-yes; Ms. Bonollo-yes; Mr. Noonan-yes; Ms. Nordquist-yes; Mr. Tenreiro-yes; Mr. Spooner-yes

Motion carried unanimously.

VII. Old Business

a. Revised 2011-2012 School Calendar:

Mrs. Cylke: This evening we're asking the school committee to approve a revised 2011-2012 school calendar. The rationale for the revision of course, is the inclusion of the two furlough days and it was determined that January 2nd is the New Year's Day observed. This calendar has been shared with our union presidents and we're asking that you approve it this evening.

Ms. Nordquist moved to approve the revised 2011-2012 School Calendar. Ms. Bonollo seconded.

Roll call:

**Mr. Araujo-yes; Ms. Bonollo-yes; Mr. Noonan-yes; Ms. Nordquist-yes;
Mr. Tenreiro-yes; Ms. Spooner-yes**

Motion carried unanimously

VIII. New Business

a. Letter to city Council for Joint Meeting with the School Committee:

Mr. Tenreiro: We're seeking approval for a letter that was sent to the Mayor and to the City Council President, David Moran from the Chairman, Mr. Spooner. We're looking forward to working together collaboratively as a City to address the remaining issue in our budget. At our last meeting we were able to balance our budget, but in a sense that last two million is going to be based on some anticipated revenue that we expect from the City. But that Maintenance of Effort statute clearly states that needs to be provided by the City. I also think we understand the desperate condition not only the school department is in but also the City side is in and I think it's important that we are ready to meet and have a full conversation and even offer a plan for compromise potentially to help the municipal side, the City out. I think it's important for us as a school committee to be at the table with them and to have a meeting like this as a group.

Mr. Noonan: I thoroughly support this. Has the letter been sent?

Ms. Nordquist: I just wanted to say I support the letter and one of the main reasons I think we should meet with the councilors is so that we can inform them of the savings and explain it to them. Based on some of the comments I've read, they question our savings and ability to have found cuts so I think that's good and I commend this

leadership team for sending this letter for wanting to sit down with the council and Mayor Grebien.

Mr. Araujo: Was this letter sent out today? So we haven't gotten any feedback on it yet?

Mr. Tenreiro: I think it's important as a committee and for all elected officials for the type of situation that the City is in to stay above the strife and keep away from those distractions that have really dragged us down in the past. It's about collaboration, problem solving and solutions. They don't want arguing over petty things. They want real solutions to these very serious problems. Our problem is really a revenue problem now. It's no longer an expenditure problem now because we've reduced that now through concessions and reductions.

Mr. Noonan: I really support this, but did you tell them it was coming?

Mr. Spooner: I am sure that living in this City it will be addressed probably tomorrow.

Mr. Tenreiro moved to approve the letter to the Mayor, Donald Grebien and City Council President, David Moran to request a joint meeting with the Pawtucket City Council and the Pawtucket School Committee. Mr. Noonan seconded.

Mr. Araujo: This meeting will be open to the public?

Mr. Spooner: Absolutely.

Roll call:

Mr. Araujo-yes; Ms. Bonollo-yes; Mr. Noonan-yes; Ms. Nordquist-yes; Mr. Tenreiro-yes; Mr. Spooner-yes

Motion carried unanimously.

b. School Classifications—Annual Yearly Progress:

Mrs. Cylke: Each spring the Rhode Island Department of Education provides for school departments the annual progress reports. These annual reports are indicative of how students performed last fall. It's an indication of what happened last year. This year's report has a few items that we need to celebrate. I'd like to congratulate the principal and faculty at Fallon Elementary School; the principal and faculty at Cunningham Elementary School. They met all of their goals. Fallon and Cunningham are off the watch list, they have made AYP so congratulations.

I would also like to commend Agnes Little, Curvin-McCabe, Fallon, Curtis, Varieur, Goff Junior High School, Jacqueline M. Walsh School for the Performing and Visual Arts, Joseph Jenks Junior High School, Cunningham, Nathanael Greene, Potter Burns, Samuel Slater. Congratulations to all of those schools for meeting all thirty seven of their academic yearly progress goals. The school that had insufficient progress in this academic year was Winters. Winters in the past has been meeting AYP, so we have been working closely with the principal and the staff this year to get them off that list. Elizabeth Baldwin is in restructuring; so you'll see a bit tonight of the plans we have for Baldwin as we address the academics. I've spent a lot of time the principal and that staff is to be commended. We can see in their data very steady progress. Keep in mind if you miss just one of these categories, that's it you don't make it. That's the problem I have with No Child Left Behind. The other two schools are

our high schools which is not uncommon that they don't make AYP. It's often that graduation rate and with that federal budget we'll be able to focus on that and the freshman. The details are in your packets. But the real highlights are the number of schools that did make it and the schools that for two consecutive years did make it. Thank you.

Mrs. Cylke: I just want to clarify that because this is policy we have to bring it before you twice. This is the first reading and we will bring it back to you again for a second reading.

c. Acceptable Use of Network Technology Policy (Revised, May 2011)

d. Pawtucket School Department Social Media and Internet Guidelines

Mr. St. Jean: Before you there are two documents. The first document is a rewrite, revision of the acceptable use of network technology policy within the Pawtucket Public Schools. This is something that every school district must have as part of federal mandate in order to receive continued e-rate government subsidies for technology. What it is, is an articulation of safety and security in network use in using technology resources for employees as well as for students. The second document before you is the guidelines for use of social media within and outside of school. This piece is new for many districts. Many of us are struggling with impact of social networking sites such as face book and the impact of what the students and faculty do on the outside have on the inside. This is a set of guidelines to some—common sense, some—legal; to lead students and employees into a more safe and secure use of these powerful tools. It's based on quite a bit of research. It's made up of a

twenty member advisory board who has reviewed this. Both of these documents have been reviewed by Steve Robinson's office.

Mr. Noonan: Where would this be, is it going to be in the policy manual?

Mr. St. Jean: Yes.

Mrs. Cylke: It becomes part of the School Committee Policy Manual.

Ms. Bonollo moved to approve the Acceptable Use of Network Technology Policy (Revised, May, 2011) and the Pawtucket School Department Social Media and Internet Guidelines Policy. Mr. Araujo seconded.

Mr. Araujo: Regarding the Social Media guidelines, would that be something that would be included in the student handbook?

Mr. St. Jean: Most definitely.

Mr. Araujo: Our network, is that a shared wireless network throughout the schools?

Mr. St. Jean: It's a network. It's shared, it's wireless, it's throughout the schools and it's substantial home access as well.

Mr. Tenreiro: Is there a need for a motion to approve if it's the first reading? I don't know if you want to withdraw the motion for now and we'll do it at the second reading. I just want to make sure that we follow that policy. Some of it reads like a poster and some of it seems repetitive. There's some language under safety that reads like it came from a college; but really a needed policy.

Mr. Spooner: The last time this came before the committee, were there many changes since then?

Mr. St. Jean: The social media policy the encouragement to use

district provided email for district business. If you have personal business, get your own account.

Mr. Tenreiro: There is no expectation of privacy when you're in the school server.

Mr. St. Jean: There is also a financial impact. I will make some edits and submit a second copy.

Mr. Tenreiro: There is a philosophy in there that enables the right use of this.

Mr. St. Jean: One of the things I will point out is that every administrator has been asking to have in writing in the social media guidelines that while on school grounds or during school activities, no student shall post, forward or otherwise disseminate any data documents, photo images, videos or other information using any technology medium using social networking sites, face book, twitter, flicker that is abusive, obscene, vulgar, threatening, harassing or defamatory. The above prohibition also applies to conduct off school property that has materially and substantially disrupted the educational process or is reasonably likely to do so. This is something every principal has been asking to have in writing.

Mr. Tenreiro: Like a cyber bullying like policy.

Mr. St. Jean: Exactly.

Ms. Nordquist: You talk about different sites that can be blocked or controlled and only certain access is allowed, i.e. You Tube etc. Can you do that?

Mr. St. Jean: We are actually very limited to what we can block and open. We go through a state filtering system. We have some very

generic restrictions in place. What we do have in the budget for next year is to run our own filtering system for next year so when a site needs to be opened an adult or teacher can have over ride capability.

e. Consolidated Resource Plan

Mrs. Cylke: Kim Mercer and Chris Spagnoli have prepared a tutorial on our various federal budgets; the plan for next year and at the end of the presentation, seek your approval of this plan. Keep in mind that when the Pawtucket School Committee approved this consolidated resource plan, it still has to go to RIDE and there, they go through it with a fine tooth comb. They've prepared a comprehensive presentation and these resources come with very clear guidelines and restrictions. We welcome questions during the presentation.

Ms. Mercer: Good evening. In the packet you should have a power point presentation. A few months ago I was here and we talked a lot about Title III and Julie was here and talked about her successes but in addition to that I thought it was important that all the members of the school committee have a good understanding of what these federal programs are and what we actually do with them before we actually get into the fiscal portion which Chris will present towards the end.

Tonight what we're doing is the No Child Left Behind Act as well as the Individuals With Disabilities Act. We've also included the Title I School Improvement Grant that is not something that we receive yearly. It is awarded to us when we have schools that are in need of

improvement and can only be used for those schools that are in need of improvement.

The first three we are going to look at are Title I; Title II and Title III. In the past when I presented this there were also Titles IV and V but those are no longer Titles so we're down to I, II and III.

The first part is Title I achieving the academic of disadvantaged youth. That is the most popular of them. That one comes with the largest amount of dollars and is part A of the No Child Left Behind Act.

Title II is preparing, training and recruiting high quality teachers and principals. That one has mostly to do with professional development.

Title III is for students that English is their second language. As far as the AMAO's we do not know yet but we should in the next few weeks how we did. I have to say that the indicators that the Superintendent was referring to, we lose those indicators under the ESL subgroup and the IEP subgroup. It's because the student's have difficulty with the language. But with the recent tests that were just taken we have one very happy Mrs. Motta and the test scores were much higher.

Title I is also achieving academic achievement of the disadvantaged. The purpose of this title is to ensure that all children have a fair, equal and significant opportunity to obtain a high quality education and reach at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

These funds are to provide supplemental services to these children in

high poverty schools who are failing or at risk of failing to meet state standards.

An LEA is required to allocate funds to schools in rank order. You will see that ranking in the next meeting and the state is required to allocate accordingly. In other words, when you see Cunningham, we are also required to include Woodlawn Catholic because they also get these Title I funds. When you see that poverty level, which is indicative of everyone that lives in that neighborhood that attends either public or non public schools. They are also distributed on a per pupil basis based on low income families without regard to student achievement level or identified on student academic score. We also have to do student allocation. Once we take the set asides and the reserves the remainder of that money is allocated to the schools.

There are two types of programs in the Title I part A. One is Targeted Assistance and the other is the Schoolwide Program. In a targeted assistance program, we assess all children and based on those assessments, students are given services. Money comes to the district based on poverty. It has nothing to do with the student achievement. It comes to us based on the number of students that have free and reduced lunch. We evaluate every student and set criteria and based on those criteria, and those students who fall below those criteria, they receive special services with the Title I money. Because of our poverty levels we proceeded to make all of our schools schoolwide.

Schools have to have a poverty level of at least forty percent and

must complete a year of planning that result in a comprehensive Schoolwide Plan and school improvement. The money has to be above and beyond the local operating budget, they cannot supplant. Think of it as intervention services. Schoolwide programs are not required to identify children as eligible to participate in the Title I program it's just a screening for all students in the building.

Another program requirement in part A is Parental Involvement. It's one percent of the budget. Districts must meet parental involvement requirements in order to receive Title I funds. Districts must have a district parental involvement policy that outlines strategies to involve parents. Title I schools must have a school level parental involvement policy, and maintain school-parent compacts that outline the responsibilities of school staff, parents, and students in helping students reach high standards.

Another component is the qualifications of teachers and paraprofessionals. The LEA must inform all parents in a Title I school of their right to request information about the professional qualifications of teacher and paraprofessionals who teach their children. The parents have a right to know about the certifications of the teachers teaching their children in front of them. Title I schools must give timely notice when their child has been taught for four or more weeks, by a teacher who is not highly qualified.

Participation of private school students—as I said before private school students do receive these services also. Eligible children attending private schools, including religious schools, receive Title I services. LEA's are required to provide the equitable services to

private school students who live in the eligible school attendance area, and who are failing or at risk of failing to meet state standards. We identify the students, we assess them those are our employees who work with those students and use our assessments.

Students experiencing homelessness is another component of Title I services. Districts must reserve Title I funds to provide supportive educational services to any student experiencing homelessness who attends a non Title I school. We have many homeless students in our district and I am also the McKinney Vento Coordinator so I keep track of all the students that are homeless and the services that we provide for them.

The McKinney Vento Act further defines the requirements for the education of youth experiencing homelessness. When the student becomes homeless they can continue to attend the school of origin. If that student was in Woonsocket and becomes homeless and lives in one of our Shelters in Pawtucket, we have to transport the student back to the school of origin. Because as we all know, uninterrupted schooling is the way of achieving success.

Standards, assessments and adequate yearly progress—we just covered this with the states accountability system. The results of the NECAP tests, the state also by law has to have accountability by its yearly progress by schools and the students in the district. We have to have rigorous academic standards and in the near future we'll be turning over to the common core state standards. We also have to have academic assessment, which is our NECAP. Then there is the accountability. The schools have to make Adequate Yearly Progress

(AYP). AYP includes state assessments and other indicators of school performance and applies to all districts and all public elementary and secondary schools not just Title I schools.

Included in the accountability process are the sanctions and we currently have three schools that are in these sanctions. We're working on getting them out of the sanctions as well. If a school does not make the Adequate Yearly Progress for more than one year they go for two consecutive years into what a school is called School Choice. At that time we have to have meetings with the parents and offer them the opportunity to have their students transferred to a school that did make adequate yearly progress. Right now it's only at Baldwin.

Supplemental Educational Services (SES): if the school continues not to make progress, they go into what is called supplemental educational services. In addition to offering choice we now have to offer supplemental educational services.

The next level is corrective action which the Superintendent talked about and the last level is restructuring of the sanctions. Once a school clears for two years, they are clear. But they have to make AYP for two consecutive years to clear all of these sanctions.

Title II is the next part of the program. This is the preparing, training and recruiting high quality teachers and principals. This is the program that allows us to have professional development, to support teachers, mentoring programs that we have in the buildings.

A local education agency that received a subgrant shall use the funds made available through the subgrant to carry out one or more of the

following activities, including carrying out of the activities through a grant or contract with a for-profit or nonprofit entity.

These funds are basically for developing and implementing mechanisms to assist schools in effectively recruiting and retaining highly qualified teachers & Principals; provide professional development activities that improve the knowledge of teachers and principals; and developing and implementing initiatives to promote retention of highly qualified teachers and principals.

Title III which I talked a little about is for limited English proficient and immigrant students. This is to help ensure those students who are limited English proficient attain English proficiency; develop high levels of academic attainment in English and meet the same challenging state academic content and student academic achievement standards as all children are expected to meet. This money can only be used for those students who qualify for ESL services.

Again as a Title III subgrantee the district is accountable for meeting those three annual measureable achievement objectives as defined by Title III of No Child Left Behind. We do not know if we met them this time around. We did make them last year.

Another federal program which is under Individuals with Disabilities Education Act (IDEA) is also part of the consolidated resource program. This is the funding that is given to provide services to students with disabilities.

They must be targeted to offset the excess costs associated with operating the LEA special education program and providing special

education and related services to students with disabilities that are above and beyond the general education program available to all students. Under the excess cost rules, IDEA funds may not be used to provide instruction, materials, and other educational benefits to students with disabilities that are generally available to students without disabilities. There is a lot of oversight and monitoring with these programs.

Title I School Improvement (a) little “a” as we like commonly refer to it. These are funds received by the district when you have schools that are in need of improvement and it can only go to those schools that are in need of improvement. This is another grant that has to be approved by RIDE.

Ms. Spagnoli (Federal Grants Manager): Good evening everyone. I’m going to present our preliminary allocations for this year’s CRP. Right now our current federal grants and budgets are \$10,565,388.08. There are a lot of federal provisions that go along with Title I funds but three of the most important is the supplement not supplant provision. All these activities have to be above and beyond and on top of your regular education programs. Also the Maintenance of Effort provision that districts show year to year that they are relatively consistent with their state and local funding. Each of these Title I schools happen to be ninety percent of Title I. Also there’s comparability. Most targeted assistance schools are defined as they compare their state and local funds as to the Title I schools to the non Title I schools. Because all of our schools are Title I schools, we compare our lower poverty to our higher poverty schools to make

sure our lower poverty school isn't receiving more money than a higher poverty school.

All the budgets will be set up the same and the categories you see are required by RIDE i.e. salaries; fringe benefits; purchase service; materials and other. In the salaries categories will be substitute's costs, stipends costs, summer school activities and our regular staff. Fringe benefits consist of FICA, Medicare, etc. In the purchase service they'll be consultants for required professional development services; tutoring and special education services such as excess costs for behavioral specialists, occupational therapists as needed. There's also web based education services and travel and transportation. We have supplies and materials which are obvious. We have equipment which could be computers; adaptive devices for technology for special education services. Then there's the other category which doesn't fit anywhere else which is subscription fees and indirect costs.

The proposed expenditure breakdown for Title I for the 2011-12 budget is \$5,434,409.08. There are certain required reserves which you have to take off which is the homeless. There is no required amount but you are required to do so. That amount is \$5,382.50. Any district that receives Title I funds at \$500,000 or above must reserve at least one percent of that allocation for parental involvement; \$43,456.08. We're also required to provide supplemental services to our private schools in Pawtucket for those Pawtucket students that go to those schools; \$108,700.00. We are required to reserve ten percent for professional development; \$434,560.78 and we are

required to reserve twenty percent for choice and SES services, but because our district provides all the busing transportation at the elementary level, we can take off five percent off that and we're required to provide fifteen percent; \$651,841.20.

I want to point out the READ 180. We have it in Fallon, Cunningham and Baldwin and we'd like to get that in more of our schools. It's about \$65,000.

Ms. Nordquist: I have a question about the positions. There was a retirement in curriculum and instruction and I don't see that on here tonight.

Mrs. Cylke: What the Deputy and I have talked about with that retirement and another change in the central office is what position will help us the most focus on what the schools in need and what those duties will be to best assist the Deputy with the academic programs. That would be the Chief Performance School Officer instead of a Curriculum Coordinator. The Chief Performance School Officer would have the background, knowledge and skills of a curriculum coordinator but in addition to those skills, this person would also have a background of being an exemplary school site leader and be really knowledgeable about school improvement—Urban school improvement in particular. This is something the Deputy and I discussed in detail and both agree upon.

Mr. Noonan: Could you tell us again what schools have the READ 180?

Ms. Spagnoli: It's all the secondary schools and Fallon, Baldwin and

Cunningham. They received it under the small (a) grant this past year.

Ms. Spagnoli: Title II is preparing, training and retaining high quality teachers. We have preliminary allocations because our fund allocations don't actually get approved until December. The Department of Education gives us a certain percentage of last year's monies to move forward. The number is \$1.5M dollars.

Mrs. Cylke: I'd like to point out is when you look at Title I positions, you look for a balance. We've listed the positions that these federal grants will fund. Two are what I would call administrative positions. Three are under people who coordinate these programs and some are for coaching. Thirty positions are for teachers and that's where you want most money to go because that a direct service to the student. Two of the positions are parent liaison positions to assist with parents; interpretation and support services and clerical support. You have to look for that balance and I think the Deputy and her team has done a nice balance with that allocation.

Ms. Nordquist: Those two positions you were talking about the chief supervisors, we have that position already with the assistant to the high school reform. Is that so the other one can have one? So we're really only creating another position, but not really replacing a curriculum and instruction with that position?

Mrs. Cylke: What the task would be is that the new positions and the job descriptions have been adjusted with using the same funding. We won't advertise or put that out until we give the school committee those job descriptions and get your approval.

Ms. Spagnoli: Again, those job descriptions have to be approved by the Rhode Island Department of Education.

Title II also is required to provide services the student's teachers and parents who attend private schools just in Pawtucket.

Title III is for the English Language Learners and this has the supplemental not supplant provision where you can't supplant your other sources for local dollars but you also cannot supplant with other federal dollars. Everything in this grant has to be above and beyond every local dollar. The 2011-2012 budget is \$372,524.03. We have one ESL intervention specialist that is working with both teachers and students in the classroom and also works with the principal. You have afterschool support with this grant; summer school programs and professional development that is required and supplies and materials.

Next we have IDEA. We receive two parts of money with this. Section 611 and section 619, which is the preschool portion. Section 619 also has an area supplemental not supplant to offset excess costs. Under the excess costs rules, IDEA funds may not be used to provide instruction, materials and other educational benefits to students with disabilities that are generally available to students without disabilities. They also have the Maintenance of Effort provision but they are at 100%. They also have a new provision which started a couple of years ago. They allow you or require you depending on certain tests (state level) to use 15% of the funds provided under IDEA for early intervening services. Those funds are used to develop and provide EIS for students who are currently not identified as

special needs. The 2011-2012 budget is \$2,784,426.97.

Section 619 Preschool 2011-2012 budget is \$86,208.00. It's only one salary.

Mrs. Cylke: I just want to point out that would be three FTE's for social workers.

Ms Spagnoli: As you can see the budget consists of special education teachers; psychologists; speech therapists; occupational therapist; out of district coordinator; instructional assistants and a clerk. It also consists of after school program; consultants, services to private school students, materials and adaptive technology and devices.

Title I School Improvement 1003 (a) "little a" is for those schools in need of improvement. This is where the state reserves 4% of the allocation and provides it to those schools in need of improvement. Also supplement, not supplant. Also school improvement funds are to leverage change and improve technical assistance by targeting specific strategies towards measureable outcomes. The expected results from the use of these funds include improving student proficiency, increasing the number of schools that make adequate yearly progress, and using data to inform decisions through a system of continuous feedback and improvement. We are estimating the 2011-2012 budget to be \$300,000.00. We have gone from five schools down to three. We won't know until the feds finalize their budget sometime in October. Again, we plan to have intervention facilitators; one at Shea and one at Tolman. A partnership with the successful schools network and increased intervention with the strategies at

Baldwin Elementary with literacy and math.

We submitted this to you to get your approval to send to the Department of Education for June 1st.

Ms. Bonollo: Under the IDEA how many students do we have out of district?

Mr. Conlon: About 150, maybe less because we brought some back and we're planning to bring some back next year.

Mrs. Cylke: Part of our cost savings for next year was presented in our regular budget and we're planning on bringing some of those students back. Eileen Crudele, our Special Education Director is looking at three specific programs. I think we can better serve the students in their home town.

Ms. Bonollo: What percentage is that?

Mr. Conlon: A little under 6%. We may get some funding for excess costs. There's talk at the legislature right now to increase the state aid by that excess cost for all those students where in fact the request was made Friday.

Ms. Spagnoli: The total excess cost is approximately 10% which just about makes the total special education budget for the district in federal funds.

Ms. Nordquist: For the literacy and mathematics funds for Baldwin is that included or are you leaving that open?

Ms. Mercer: We're leaving that open.

Mr. Araujo: What happens if a parent wants to move their child from one of the high schools and both of the high schools are not making AYP? What are other choices do they have?

Ms. Mercer: Many students go between the two schools. We've never denied a parent.

Mr. Araujo: Do you feel you have enough money allocated for the neglected and homeless children?

Ms. Mercer: It's schoolwide and we spend a lot more money than that.

Mr. Araujo: If they chose to go to a neighboring town transportation comes out of those funds?

Ms. Spagnoli: It has to be reasonable. They can't say I want to go to Coventry. We're not required to send them all over the State.

Mr. Tenreiro: Title I has had data and district RTI coordinator and two RTI facilitators at each high school so there's no overlap there or what is the level of principal's intervention there? I'm wondering with the two high school facilitators, though we can't supplant, I'm wondering what is the need for two of these positions versus other programs? There's close to \$260,000 there and I'm just wondering about that decision and process.

Mrs. Cylke: At the high school level at Tolman and Shea these two positions will enhance the capability of that high school where there are assistant principals. The job I'm looking at on creating someone who will know every freshman by name, by face and will see that student to graduation or career or college ready. This person will see the transition from eighth grade to ninth grade which is where I think we lose quite a few kids; provide close monitoring; early intervention; and ensure that those freshmen are aged. Research shows that where you lose a high school student is in the freshman year. If you

have a freshman that at the end of the year has earned five or six of their six credits, you have a graduate. Right now I don't think we have the resources at the high school to have a professional working relationship working with those freshmen to ensure that kind of success.

The other position is Response to Intervention-Data Manager. What I envision is a person who has a great deal of expertise in response to intervention and is really focused in working with that elementary school teachers presenting the data; taking them through the data driven dialog process. Assisting the teachers with behavioral as well as academic interventions and if done well, this person's position would not exist after 24 months because they would have been in done the job and left the knowledge and we would have built the capacity at the school site. One is focused on secondary, the other on data.

Mr. Tenreiro: During these restructuring times at these schools I think it's important that the professionals that we put in the district to run the district to organize themselves for success for their needs. I just want to emphasize something that has been said before that any new position does come before the school committee first for approval and the job description comes to us after the approval by RIDE, what's the time line?

Ms. Mercer: I don't know, I think we should do it sooner. The intervention facilitator the one we want to put at the high school, we already have one at Fallon. You've already approved that job description.

Mr. Tenreiro: We're just trying to make everything as cost neutral as possible.

Mrs. Cylke: My recommendation is to bring these job descriptions to you at our next meeting in May.

Mr. Beaupre: With all of these positions on here that are not part of our current staff, are any of them going to be union positions or are they all going to be management positions? I only ask because we have provisions that are part of our bargaining union.

Mrs. Cylke: The Response to Intervention Coordinator would be in your employee group. The School Performance Officers no, that would not be in your employee group.

Mr. Tenreiro: The salary that is set in the grant is that part of a formula or was that some salary that was plugged into the grant?

Ms. Mercer: It's in between. It's not the lowest, it's not the highest.

Mr. Tenreiro: I want some consistency.

Mr. Noonan moved to approve and submit the Consolidated Resource Plan to the Rhode Island Department of Education. **Mr. Araujo** seconded.

Roll call:

Mr. Araujo-yes; Ms. Bonollo-yes; Mr. Noonan-yes; Ms. Nordquist-yes; Mr. Tenreiro-yes; Mr. Spooner-yes

Motion carried unanimously.

f. Contract Continuation Resolution- Item passed no discussion.

IX. Special Report of Superintendent of Schools

Mrs. Cylke: Dianna will be polling the committee to see when we can meet again in May and the main reason to have that meeting is to

recall teachers. The Deputy is ready the master high school schedules are not.

I had the pleasure of attending Rabbi Goldstein's presentation and as impressed as I was with Rabbi Goldstein and his story and ability to share some wonderful wisdom with the students, I was totally impressed with the behavior of our students and the very thoughtful questions that they asked. It was truly a heartwarming experience these students so engrossed. I want to thank the social studies teacher for having him in.

I want to complement the Shea High School staff for their successful NEASC visit. Unfortunately they won't have the report until September. I feel that the staff worked very hard and were well prepared for the visiting team.

Last week I met with the Mayor Grebien and his financial team. We did sit down with the Mayor and reviewed what was approved at your last school committee meeting and went line by line so that he could see the budget reductions that you have approved. I think that a letter to welcome a meeting will be embraced by him.

This week we'll be meeting with the Commissioner to again share with her progress to date.

I'd like to congratulate Mr. Araujo. He completed his 15 hours of RIASC training and earned a certificate and I want to thank him for his participation.

I want to thank Mr. St. Jean and his team. They have selected a vendor for our new web site which we'll be building and I think you'll be very impressed with its capability and each school will have a

mirror web site. It will be easy for parents to navigate and easy to get information to the general public. This web site has been designed specifically with parents in mind.

X. Special Reports of School Committee Members

Mr. Araujo: Thank you Superintendent Cylke, but I was just doing my job. You may want to look into electronically doing this instead of doing all of this paper. How much does all of this cost with paper and supplies? It just may be something you want to look into.

Mrs. Cylke: We have looked into that, we had a vendor presentation. We actually have a cost. It's called Board Docs. It would involve each one of you having a district issued laptop. Everything is uploaded electronically and what I love about this feature is you can query anything. So when we put on our staff report previous committee action, it can go back to whenever you started and say this was in the minutes, this is what was approved, it's very easy to query.

Ronnie Cremonini and Dianna have looked at several products and Board Docs is quite popular by boards. If I can find the \$2, 200 after the other priorities have been met, you will have that because I think it will save time and paper.

Ms. Nordquist: First of all I want to thank my committee members for indulging me and listening to me speak about the Tolman Cheerleaders. It was important for me to recognize them.

I want to congratulate the Pawtucket Teachers Alliance and the administration that was in place when the NECAPS were in place last fall because the results were affected by the hard work of that administration and of the teachers and you should be commended as

Mr. Beaupre has stated in his public participation remarks. This goes to show that despite all the criticism they are still working hard for the students of this district.

We keep talking about where we are going to save money and we keep talking about saving money in legal fees, but it seems like every piece of paper I get, there's a review by legal counsel. Which Mr. Robinson earns over \$100 per hour for each document he reads; so if he reads something that is not even passed or something that the committee is not even going to implement, we spend \$100 + dollars for nothing. I think we should limit the number of documents we are sending for review because we made a commitment to reduce legal fees. Yet every time I turn around it seems we're getting a legal opinion. I understand the reason for tonight, so don't get me wrong there. We should try to be aware of it. Thank you. Have a good night.

Ms. Bonollo: Good night.

Mr. Noonan: Congratulations to Mr. Araujo and now with your new expertise I'll feel free to call on you anytime for questions sir? Thank you all for coming and drive safely.

Mr. Tenreiro: All set.

Mr. Spooner: I just want to say I understand the former Superintendent, Dr. Dellith had a health scare and he came through it in flying colors so keep him in your prayers everybody and have a great night.

Mr. Noonan moved to adjourn. Mr. Araujo seconded.

Voice vote carried all in favor.

**The Chairman adjourned the regular meeting of the Pawtucket School
Committee of May 10, 2011 at 8:13 PM.**

Respectfully submitted,

Clerk

Approved June 14, 2011.